Caitlin Quinn

Second Grade- Geography

State Objectives:

Competency Goal 5 The learner will understand the relationship between people and geography in various communities.

**Objectives**

**5.01** Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.

**5.02** Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.

**5.03** Compare and contrast the physical features of communities and regions.

**5.04** Identify the absolute and relative location of communities.

**5.05** Interpret maps, charts, and pictures of locations.

**5.06** Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.**

5.07 Discuss common themes such as families, community life, and beauty.

Objectives:

Given a picture students will be able to write in their journal about the community this picture was taken in.

Materials:

Picture

Projector

Computer

Student’s Journals

Pencils

White Board

White board markers



Procedure:

I would choose to do this activity at the beginning of a unit on geography. The students will have prior knowledge of communities and the people in them, but not much experience with geographic terms, and landforms.

Before starting the unit I would use this as an opener. I would display the picture on the board with a computer and projector, and ask students to take out their journals. Their instructions will be as follows:

Look at the picture. Think about where you think this picture might be, what type of environment are the people in. What is the land around them like, do you think they are near the ocean, in the mountains etc. What do you think the community is like that these people live in? How do you think where they live affect their lives? What type of chores do you think the children in this community must do?

Student’s are not expected to answer every questions asked, but must show that they took time to think about this picture.

After looking at the picture and giving them time to journal, we will talk about what the children observed, making a list of the different ideas the children had about the picture. We will also compose a list of any geographic terms the children knew.

I will need to ask questions to focus the children on the geographic terms, and ideas of this picture.

Closure:

I will ask the students questions about how they think this community is similar and different from their community. I will ask questions such as:

* Do you think they have the same type of geographic features as our community?
* Do you think their weather is similar?
* Do you think we have different traditions because of the difference in our two communities?

Assessment:

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| CATEGORY | 4 | 3 | 2 | 1 | NS/0 |
| Content: FOCUS 2 | Maintains focus on topic/subject throughout response. | May exhibit minor lapses in focus on topic/subject. | May lose or may exhibit major lapses in focus on topic/subject. | May fail to establish focus on topic/subject. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: ELABORATION | Elaboration consists of specific, developed details. | Elaboration consists of some specific details. | Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion. | Elaboration is sparse; almost no details. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: ORGANIZATION 2 | Organization is a logical progression of ideas/events and is unified and complete. | There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present. | One or more major lapses in the logical progression of ideas/events is evident. | Ideas/events are presented in a random fashion. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: SUPPORT | Support information is related to and supportive of the topic/subject. | Support information has minor weaknesses in relatedness to and/or support of the topic/subject. | Support information has major weaknesses in relatedness to and/or support of the topic/subject. | An attempt has been made to add support information, but it was unrelated or confusing. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |